

Høgskolen i Nesnas skriftserie

Nr. 74

Høgskolen i Nesna 2010

## På full fart videre

Festskrift til dosent, dr.art. Harald Nilsen

Renee Waara (red.)

Pris kr. 65,-  
ISBN 978-82-7569-193-2  
ISSN 0805-3154



HØGSKOLEN I NESNA

## Table of contents

Introduction.....	3
Renee Waara	
Professor Harald Nilsen in the eyes of his Polish friends.....	5
Prof. dr hab. Bronisław Siemieniecki, Dr Dorota Siemieniecka	
In search of a „good” teacher .....	7
Elzbieta Perzycka	
Czech-Norwegian Story .....	12
Hanka Foltová and Grade 4 pupils	
Interactive board in English teaching.....	13
Krzysztof Nowak	
Pre-school education in Poland – in historical aspect and temporary time .....	19
Anna Watoła	
Barn som forteller .....	31
Anne-Lise Wie	

## Introduction

Well equipped with three master degrees in Norwegian, Literature and Pedagogy, Harald Nilsen came to Nesna as a Norwegian lecturer in 1991. In August 2000 he earned his doctorate with the title: "In search of the text's implicit reader: signals for the reader in pupils' texts from grades 7-9." Harald Nilsen was awarded the title of docent in 2008. He never sits still, whether he is working on a project or running a marathon, he is in continuous motion.

In recent years he has taken a special interest in Poland and the Czech Republic. His numerous projects in these countries have created friends and connections with many people and children. From these ties, we have collected a few articles and greetings in honor of Harald on his 70<sup>th</sup> birthday. The first greeting from Prof. dr hab. Bronisław Siemieniecki and Dr Dorota Siemieniecka who present their initial meeting and the importance of their collaboration in an international context.

'In search of a good teacher' is the recognition of Harald Nilsen as an energetic human being who is engaged in challenging and developing other human beings. Elzbieta Perzycka's article witnesses to the genuine interest of being a good teacher that she identifies in Harald. She describes Harald as a mentor and reflectively extrapolates this to the role of teachers in education in general. Dr. Perzycka suggests that the importance of the teacher's role as mentor is essential to the development of the individual who can participate constructively in modern society. Individuals gain their knowledge through personal development with the help of a mentor.

Hanka Foltová's greeting relates the enthusiasm that Harald has instilled in her class and how the contact has made its mark. Harald established a unique connection to the classroom in the Czech Republic by involving teacher trainee students from Norway, who expanded their horizons when they met a special class run by an equally adventurous teacher. She suggests that perhaps it was a coincidence that he appeared in the doorway of her classroom, but on the other hand, perhaps it was not.

Krzysztof Nowak argues that learning is more likely to occur when there is interaction. Nowak presents the results from an experiment done on the effectiveness of interaction in using the interactive teaching board in teaching English. By isolating differences found in pre- and post-tests on vocabulary and grammar measures, the findings suggest that the interactive board may be useful tool in teaching English. Harald Nilsen inspired the research and facilitated opportunities for the research.

In an outline of pre-school education, Anna Watola describes the background for the school-age pupils that meet and greet Harald during his visits to Poland. She discusses the central role that pre-school education has in society and how this is grounded in national policies. The historical insight provides an important dimension in understanding the early education system in Poland.

Anne- Lise Wie explores the development of language among children. She reflects on the importance of connecting speech and its developmental role in text competency. Wie discusses the essential tools that guide each child towards literacy development and text composition. Text composition, the implicit reader, and focus on to whom the pupil is writing have been direct concerns of Harald Nilsen.

On behalf of the pupils, students, and colleagues who have had the honor to work with Harald Nilsen we look forward to his inspiration in the many years to come as he continues his journey ahead.

Prof. dr hab. Bronisław Siemieniecki  
Dr Dorota Siemieniecka  
Department of Didactics and Media in Education  
Nicolaus Copernicus University, Torun

## **Professor Harald Nilsen in the eyes of his Polish friends**

Our cooperation with Professor Harald Nilsen started in 2006. That year we had the opportunity to meet him for the first time, during a visit to Nesna University College. He presented himself not only as a scientist but also as an outstanding humanist, expert in literature of very broad scope. During numerous meetings the Professor expressed his enthusiasm regarding the further development of Polish-Norwegian cooperation. The atmosphere he projected made the picturesque fjord scenery come alive with ideas for our joint projects and publications. Then came the Lillehammer visit. The Professor invited us to a tour of the Aretta experimental school and also enabled us to make acquaintance with colleagues interested in cooperation in the area of ICT. Professor Harald Nilsen, through his wife Ewa, developed a special bond with Poland. The Norwegian and Polish hospitality is therefore always present in his home.

The following year a bilateral agreement between Nicolaus Copernicus University and Nesna University College was signed which enabled the academic teachers at the Department of Didactics and Media in Education of the Nicolaus Copernicus University in Torun, Poland to teach at the Nesna University College. The visits and teaching met with scientific and organizational support of Professor Nilsen - a warm, serene, enthusiastic and optimistic person. His passionate love for the mountains led us onto mountainous tracks abundant in intellectual and scientific inspiration. Since 2007 the Professor visited Toruń numerous times and fell in love with its Old City. The morning jogging next to Vistula river along the fortified gothic walls of Torun has become a permanent part of his daily timetable. In this time he appeared numerous times in meetings and scientific seminars run by Professor Bronisław Siemieniecki.

In the summer of 2008 an idea for a joint project emerged, namely the „Role of Language In Human Life”, which is currently being implemented. In his book, Professor Nilsen tackles the issue of language analysis from the linguistic and cultural positions. The joint publication (two Norwegian and one Polish author) shall be published in 2010 and shall include two editions – one in Norwegian and one in Polish. The project is supported by the Nowary Grants and EEA Grants. As part of the ongoing project, the Professor actively participated in the plenary session of the VIII International Scientific Conference „Communication-Media-Language–Education”, organized by the Department of Didactics and Media in Education and held in May 2009.

During his numerous stays at the Nicolaus Copernicus University in Torun, Professor Harald Nilsen taught a great number of classes. Due to the Professor's personality the classes took the form of talks with a master and aroused sincere interest among students. Modest, frank, open and creative, often deep in thoughts, naturally building an aura of creative work and creative thinking around him.

Our meetings were always augmented with poetry. The Professor has the ability to listen and answer with a poem. Our dialogue was greatly enhanced and gained a spiritual foundation, which promoted creating significant bonds.

Over the years so far Professor Harald Nilsen was constantly broadening the close circle of individuals cooperating with us which yielded a lively exchange of ideas, publications in Polish scientific journals such as „Cognitive Science and Media In Education”, whose Chief Editor is Professor Siemieniecki. Another result of the cooperation was a joint issue of the Fredrikke journal, edited by Professor Harald Nilsen and Dr Dorota Siemieniecka. The cooperation with Professor Harald Nilsen has scientific, didactic and truly friendly aspects, promoting the flow of scientific ideas and reducing distances between people.

Dear Friend Harald!

We wish to express our gratitude for inspiration, creative talks and the respectful attitude that you grant to all people surrounding you. May your work continue, crossing barriers so often encountered between people and removing obstacles to our common goals. We wish you further achievement in your scientific work, good health, a happy personal life and a serene spirit.

## In search of a „good” teacher

„The joy of a human being is another human being” - Jean Paul Sartre  
I wish to thank Harald Nilsen for this joy.

### Introduction

We are participating in significant changes affecting the economy and lifestyle not only in Europe but around the world. One of them is the reflexive<sup>1</sup> modernization of the economy, another - the technological revolution, lending second life to all who joined the global digital village<sup>2</sup>. Both changes have significant impact upon the prospects<sup>3</sup> of education and education spaces and the teacher-student relations therein.

As the result of the ongoing educational reforms in the traditional Polish school and beyond, the teachers convey knowledge and students absorb it – learning directly from their teacher or indirectly from textbooks and websites provided by the same teachers. Based on observations and interviews with teachers from different types of schools one can infer that students' knowledge and abilities are most often trained, as they are simply responsible for their results in tests and exams. The saying „practice makes perfect” still applies. I do agree that in certain situations abilities must be trained so that they could be used properly. Still, does it always apply? Are the abilities trained in a non-reflective manner for the purpose of obtaining a high grade really going to be used in everyday problem-solving? What about inspiring, explaining, offering the students a selection of methods and range for their way of discovering the world? At the same time another question arises: who is the future teacher at school: a coach or a mentor? Which role in the execution of teacher's actions is more proper?

### Mentoring and coaching in education

We live in an age of life-long learning. The knowledge and abilities acquired at school are no longer sufficient to continue for the rest of one's life. The surrounding reality is reduced<sup>4</sup> to a „village” whose driving force is the the creative role of an individual in the emerging „tribes”<sup>5</sup>. The life of the contemporary human has become dependant on information and communication technologies. The educational and in turn professional and personal success depends on the speed of utilising new information in course of solving the problems at hand. Finding, absorbing, storing, processing and providing information<sup>6</sup> is the task of technology, the manner of their use however depends on the human – the creator and user of those

---

<sup>1</sup> The term reflective instead of reflexive is used since Ulrich Beck, to whom this paper refers, specifically differentiated those two ideas. U. Beck, *Społeczeństwo ryzyka. W drodze do innej nowoczesności*, Warszawa 2004 and U. Beck, A. Giddens, S. Lash, *Modernizacja refleksyjna* Warszawa 2009.

<sup>2</sup> D. Lombard, *Globalna wioska cyfrowa. Drugie życie w sieci*, Warszawa 2009.

<sup>3</sup> A. Nalaskowski, *Pedagogiczne złudzenia, zmyślenia, fikcje*, Kraków 2009.

<sup>4</sup> T. Friedman, *Świat jest płaski. Krótka historia XXI wieku*, Poznań 2006.

<sup>5</sup> M. Maffesoli, *Czas plemion*, Warszawa 2008.

<sup>6</sup> E. Perzycka, *Struktura i dynamika kompetencji informacyjnych nauczyciela w społeczeństwie sieciowym*, Szczecin 2008.

technologies. The chance for educational success and moreover survival belongs to the individuals who will actively steer their learning process. The conditions for this are provided by both the educational coaching and mentoring – which one should we choose?

Training in its pure form is imposed externally by someone else, for example by the teacher at school. The direction is therefore from the outside to the inside. The commands flow from above. The source material is an external image of best practice – determined by norms, the environment and the teacher – coach. The coach is most often goal-oriented – achieving results, success or some kind of target – with particular stress on the actions undertaken and sustaining changes in time. It is oriented at executing a program, conveying, preserving and executing knowledge. The efficiency of teaching is therefore limited by both temporal and spacial factors.

It is not sufficient to train memory and abilities needed here and now. Teaching will only bring results in the development of student if the learner assumes individual responsibility for the result of learning<sup>7</sup>. To put it briefly, only if the learner is aware why he needs to learn<sup>8</sup>. The stage of planning the learning process may be a great space for creating this kind of responsibility in a student. „Humans are able to reflect upon norms and rules in society and may therefore determine their values”<sup>9</sup>. Therefore the learners may actively participate in the decision making pertaining to their education. The school needs to compromise between a perfect curriculum and the learner's ability to develop<sup>10</sup>. A significant step in the teaching process for the teacher is realizing „who” is going to learn as well as „what” and „how”. In order to teach anything one must realize the nature of change required. Aid to this purpose is given by the theory and practice of coaching, where the teacher as a coach has an important role to play. Coaching is a kind of art – in the sense of when it is executed perfectly, the technique becomes irrelevant. The relations between the teacher and learner can be compared to a dance of two people, where the most important concepts are harmony and partnership<sup>11</sup>. Coaching is most of all a process, which enables absorbing knowledge and development and therefore enhancing one's abilities.

The teacher whose actions are aimed at inspiring activities and reflection following those activities, but also in course of the actions through exchange of knowledge and abilities with simultaneous support, can be called a mentor. A mentor is a person learning alongside their apprentices. Until recent times, the term was used by businessmen, politicians, sportsmen and artists. It often signified a person chosen as an example to imitate or someone who has exerted significant influence upon us in the realm of professional career. It is not my intention to turn mentoring into another buzzword as is the case in business and politics. It has been known for a very long time. It was not however explicitly named mentoring since it manifested itself in spontaneous situations. Each of us remembers a person who has exerted significant impact upon our lives. Sometimes it is a member of the family: a father, aunt, uncle or grandmother, another time it is a complete stranger met on our path of life. They

---

<sup>7</sup>J. Gnitecki, *Supernauczanie. Perspektywy nowej edukacji*, Poznań 1997.

<sup>8</sup>K. Wilber, *Psychologia integralna. Świadomość, duch, psychologia, terapia*, Warszawa 2000.

<sup>9</sup>K. Wilber, *Śmiertelni, nieśmiertelni*, Warszawa 1995, p. 229.

<sup>10</sup>L. Wygotsky, *Narzędzia i znak w rozwoju dziecka*, Warszawa 2006 oraz J. Dewey, *Jak myślimy*, Warszawa 1957.

<sup>11</sup>M. Downey, *Effective Coaching*, Orion Business Books, London 1999.



have made impact of different magnitude, in different moments in time and varied frequency and have become authorities for us.

In my professional life I met three individuals who have become authorities for me. The first is the promoter of my master thesis and doctoral dissertation, Professor Wojciech Pasterniak from the University of Zielona Góra. The second is my boss – Professor Kazimierz Wenta – leading the Facility for Information and Media Education at the Institute for Pedagogy at Szczecin University. The third is Professor Harald Nilsen – a teacher at Nesna University College in Norway. Each of the individuals has taught me something else, important for me, something „new”. Since this work is dedicated to Professor Harald Nilsen, I shall further explain the significance of our cooperation.

Harald Nilsen is a man of great wisdom. He taught me how to believe in myself, through a union in spontaneous and natural collective life. Throughout our acquaintance he has been showing me how to solve problems pertaining to existence and how to transform ideas in a complete humanist practice. He is a mentor since he is concerned with the development of another person, being serene in his actions and patient while working with new ideas (with which he is occasionally bombarded by me in a non-reflective manner), he is ready to devote a lot of his time for sustaining bonds through empathy towards the needs of a person and demonstrating complete trust. The true essence of actions taken by Harald Nilsen is helping those who accept such help in order to develop self-awareness and the ability of recognizing diverse professional competences.

The development can be perceived as a progression from one stage to the next. However, the driving force behind this development is mastering new knowledge, new abilities and new behaviour as well as understanding them and using them in everyday life. One has to remember however that „we may wish to be someone we aren't yet or not want to be someone we are”<sup>12</sup>, since we make choices ourselves. I have chosen wisely - Harald Nilsen has supervised my foreign scientific practice in Norway, which I am particularly proud of. We are currently implementing a joint scientific project titled „The school of the future. Utilizing the experiences gained in the Aretta experimental school for the schools in Poland”. Our cooperation is constantly developing and reaching into new scientific grounds. I wish other scientists to have such fortune as to meet the individuals and scientists of the kind represented by Harald Nilsen.

### **The integrated model for the educational role of the contemporary teacher**

The ability to choose is freedom. It is our own choice who will become our friends, advisors, authorities and what kind of ideals and which way of progress shall we choose for our lives. The learner should therefore constitute a goal and instead of being merely a subject to educational activities. The common path for both the teacher and learner should consist of mutually motivating each other for setting new educational goals. Shall the relations between them be good/proper, a high probability of further cooperation exists constituting a chance for a continuation of the learning process with a greater involvement on the side of the learner.

---

<sup>12</sup> J.Tischner, *Jak żyć?* Wrocław 2000, p. 75.

The task of the coach is the ability to recognize each of the stages of learning and the mentor's task is planning the future way of development with the learner. The teacher is a mentor throughout the whole learning process, most often in the beginning and when a need for new plans of development arises. The role of the coach is however assumed in the third stage of development when the teacher is aware of his own competences through inspiring increased effort in learning. At this stage a mentor provides such models to sustain this willingness, whereas the role of a teacher as a coach is stimulating learning in a way that enables the learner to obtain joy and benefits in the process.

Reflection upon integrating the role of the teacher in education – failures in learning

Why do we see students failing in the learning process while we know that the role of a mentor is inspiring to learn and that of a coach is stimulating development through a proper selection of methods and techniques? An efficient mentor and coach must become familiar with a range of factors affecting the efficiency of learning.

In the initial grades pupils go to school willingly. The teacher is often perceived by them as an authority – a mentor. A change is observed upon entering the fourth grade. Here each subject is taught by a different teacher. Most students experience a lowered willingness to learn. Acquaintance with the factors affecting the use of opportunities for learning is of vital importance if the teacher as a coach and mentor is willing to protect own students from failure in learning. Creating culture (conditions) for learning becomes therefore a priority for the modern teacher. How shall we teach however in order to enable students to name their own experiences and participate in creating culture aiming at a confrontation of recognizing own needs, range of capabilities for learning and a successful influence by the teacher as a coach and mentor?

One of the tasks of a mentor is preparing students for self-learning (self-improvement) meaning independent acquisition of knowledge for own satisfaction and self-upbringing – steering own development towards perfection: for the good, truth and beauty. Each of the aforementioned values makes a human more noble: beauty and the good stimulate and develop one's will and emotions and the truth grants perfection<sup>13</sup>. In the educational process the teacher learns alongside his students how to recognize, understand, accept and respect values. One of the goals of life-long learning is the intellectual path to the truth. In order for the teacher to be able to spread the truth one must live in it oneself. The teacher discovers the world due to the truth within oneself, as well as that which is external. The inner truth enlightens the existence of a teacher and makes him fortunate. It is through this truth that one can acquire not only facts but an integrated body of knowledge, uniting beliefs and reason in education, as well as science with culture and society<sup>14</sup>. Happiness and its experience open a way to „good, truthful and beautiful” education and self-education.

## Conclusion

An increasing number of people decide to shape their own future and the recent times have witnessed a revival of individual strength and responsibility. The individual consumer has the right and capability to choose among the best products and services in the world. Presently

---

<sup>13</sup> K. Denek, *Wartości i cele edukacji szkolnej*, Poznań – Toruń 1994, p. 27.

<sup>14</sup> W. Pasterniak, *Rozjaśnić egzystencję. O dylematach i rozdrożach edukacji*, Poznań 2001, p. 7.

everyone has to become the manager of one's own future. This is where challenges in education emerge. And the changes are exceptionally slow. Schools must prepare students for changes awaiting them and for the activities they will be able to perform upon reaching maturity. It is assumed that the education system accomplishes this task. This however is not entirely the case as far as the present is concerned and moreover the real challenges often remain hidden.

The need to adjust education to civilization megatrends exposes a need for a qualitatively different kind of education. It is not only related to creating a new model for education which changes the role of the teacher, student and the organization of the whole education process but also to creating new directions and recommendations for the further development of „new education“. One shall not search for new subjects and curriculums abstain from new divisions of levels in education but rather strive for efficient methods that work and are aimed at the personal development of each individual. Harald Nilsen has demonstrated to me that the teacher as a mentor and coach may execute these roles stimulating the development of each student. The real change cannot be limited to the change in the system of education. It is rather about learning how to teach, how to stimulate interest and thinking and expressing own feelings, including learning through independent discoveries, assigning meanings, deep involvement and evaluation of own achievement. The change in paradigm of education traces a spiritual, mental and professional kinship of teachers to the roles of a mentor and coach. Due to the aforementioned analysis it appears that the ideas of a mentor and coach are complementary creating a plane for the „good“ teacher emerging in contemporary schools.

Hanka Foltová and Grade 4 pupils  
Ostrčilova International School  
Czech Republic

## Czech-Norwegian Story

Few years ago I started teaching in a new kind of project here – the project of bilingual Czech – English teaching at the International School. Everything was new for me and my colleagues and most of all, for my little pupils in Grade 1. They were very young, just about six and they came from all around the world. None of them spoke English. We knew this could be a project that could be successful or could fail. We tried new methods in this type of teaching, in a mixture and variety of nationalities, cultures, differences. It seemed to be really difficult, but it was a challenge for us! After few months we realized it really works! Me and my class, we had lots of fun and we all enjoyed our school time! One day while we had an English lesson, suddenly, the door opened and...we had a visit!

This was an unexpected visit from the University of Ostrava and it was the first time we met a man from Norway, prof.Harald Nilsen! He spent some two hours with us and very quickly he became a friend with us. We have started to built a genuine friendship. He observed the lessons and then in a friendly atmosphere we discussed it together. The pupils were feeling comfortable and enjoyed the time spent with this kind man. After his first visit we were very happy we had a new friend from far, far Norway! We stayed in contact and still we are so far!

Then, each year he comes back to visit us, so he observes my little angels doing great progress in their studies and mainly in their language knowledge and communication. He also gives us lectures about Norway, the country, people, life, culture, etc...and the pupils like these lectures so much. Last year, when some 5 students from Norway came to do their practise here in Ostrava, they taught in my class and all of them were surprised how the pupils are informed about the country. Very quickly we became friends too and in my opinion, Czech – International – Norwegian people created a brand new family here! 😊 Prof.Nielsen introduced and represented Norway very well to us! Usually, when he arrives and my children meet him in the hallway, from a long distance they start screaming “Mr.Niiiiieeeeeellllsseeeeeennn HELLO!!!!” And another example of how much they like him is – everytime when I announce in my class we’re going to have a visit, automatically the pupils shout: “Prof.Nilsen’s coming!” 😊

I am sure we will be friends forever and never forget each other. To work with him in the theoretical studies is highly inspirational and after each meeting I have many new ideas how to enrich my teaching. I know he’s got lot of experience that can teach me and it is really valuable for me. It’s a great contribution to my work and so, not only my pupils but also I myself am very happy we have ever met! Although it was really just by chance!

Dear prof.Nilsen, you have remarkably contributed to our studies, teaching, lives and our personal grow up!!! Thank you!

Krzysztof Nowak  
Primary School No. 1  
in Choszczno  
Poland

## Interactive board in english teaching

### Introduction

Our modern world and suddenly occurring changes force us to take actions that enable to adjust to the new, often unknown, reality. Efficient participation in changing “today” and effectiveness of adapting process in the present world are strictly connected with the ability of constant assimilation, understanding, classification and usage of new information. These facts set completely new tasks for education. One of its main aims becomes developing a training model that allows to teach a student how to independently, actively and effectively participate in the process of acquiring knowledge in order to productively function in tomorrow’s reality. A relation between activeness and learning is called “the law of learning” in psychology. A learning process can efficiently proceed only when a student takes part in it actively<sup>15</sup>. According to F. Bereźnicki many educational reports underline the need of learning. They favor student’s own effort, his/her self-development, creativity and self-education<sup>16</sup>. Therefore, new methods and techniques of education along with modern technologies are required so as to allow students to more efficient learning and creative participation in planning and accomplishing these activities. According to American Audiovisual Society an average person remembers about 10% of the read text, 20% of what he/she heard, 30% of what he/she saw (e.g. on the computer screen or on the screen during computer presentation), 70% of what he/she heard and saw at the same time, 90% of what he/she did by himself/herself<sup>17</sup>. So, if we let our students actively participate in preparation and realization of teaching process, we will quickly see the advantages. However, the reality is often different. Most frequently teachers convey knowledge in the form of a talk or a lecture and they do not even help with its understanding. They do not even show how a student should acquire it. They usually give homework and settle for checking it and giving marks. Nevertheless, teaching and learning process is not just conveying certain pieces of information but it is supposed to lead to their understanding. That is why a conclusion can be drawn here: successful accomplishment of modern pedagogic trends depends mainly on teacher’s attitude, commitment and preparation for defined goals. Teacher’s primary task is to lead a student to a spontaneous participation in teaching process. In other words, a teacher needs to know how to stimulate student’s intrinsic motivation or how to change extrinsic motivation into the intrinsic one and arouse a conviction that the task’s content, conditions and methods of its completing depend also on him/her. Student’s positive

---

<sup>15</sup> M. Bartoszewicz, H. Gulińska, *Nowoczesne narzędzia diagnozy edukacyjnej*, [w:] K. Wenta, E. Pyrzycka (red.), *Diagnoza i ewaluacja w przemianach edukacyjnych*, Szczecin 2007, s. 293.

<sup>16</sup> F. Bereźnicki, *Umiejętność uczenia się warunkiem efektywności procesu kształcenia*, [w:] K. Denek, F. Bereźnicki, J. Świrko-Pilipczuk (red.), *Proces kształcenia i jego uwarunkowania*, Szczecin 2002, s. 65.

<sup>17</sup> S. Juszczyk, *Charakterystyka wybranych form organizacyjnych nauczania w uczelni wyższej z wykorzystaniem technologii informacyjno-komunikacyjnych*, [w:] K. Wenta, E. Pyrzycka (red.), *Edukacja Informacyjna - komputer, Internet i multimedia w domu, szkole i pracy*, Szczecin 2006, s. 166.

attitude to the task will undoubtedly raise his/her motivation to its accomplishment. Today's omnipresent information technology is supposed to facilitate this task.

Using new technologies, apart from knowledge of foreign languages, communication skills and team work, is one of the key abilities of a modern human<sup>18</sup>. Information technology is no longer identified only with IT lessons. A computer has become a tool used during many lessons of all subjects and it has contributed to raising both teachers' and students' competence. It also allows for showing a given issue in a more interesting form than during traditional presentations<sup>19</sup>. However, even the latest teaching means will not solve this problem by themselves. The teacher will always play the leading role because nothing, even the most modern IT tool, can replace him/her. That is why, the optimal solution seems to be a connection of a creative potential of an efficient teacher that is involved in his/her work, sensitive to students' needs and treating them as partners in teaching process, with IT developments which are to enrich this process and make it more appealing.

### **Interactive board – a modern IT tool in teaching**

In the age of Information Technology, necessity to use it during different lessons and problems of Polish schools which lack IT equipment, use of interactive board seems to be a very good solution. At present, many interactive boards are available on the Polish market, e.g. Inter Write Meeting Board by GTCO-Calcomp, Walk and Talk or Webster by Polyvision and StarBoard by Hitachi. Regardless of a kind and a way of working of all these boards, they are based on the same technologies within the given category. Interactive boards connect with a computer through an infrared connection or Bluetooth which becomes a standard now<sup>20</sup>. Just one interactive board is an alternative to a computer room<sup>21</sup>. It is a device looking like a big board which operates together with a computer and a multimedia projector. It functions as a large monitor that responds to a touch of a special pen. How does an interactive board work? An electronic module collects data concerning the pen's position in relation to the board and sends them to the computer. Depending on the pen's position, mode of work and action caused by the pen, a specific event takes place. An image of occurring changes is thrown on to the board by the multimedia projector<sup>22</sup>. Thanks to it a person that stands next to the board is able to operate any program which is started on the computer. The board has also got its own software facilitating teacher's work<sup>23</sup>.

### **Empirical analysis of the effectiveness of interactive board use during English lessons for selected groups in Primary School No. 1 in Choszczno**

Analysis of the effectiveness of interactive board use during different lessons is one of the project's aims. The research project "Teachers' Information Neocompetences" was carried out from January 2007 in Primary School No. 1 in Choszczno in cooperation with Szczecin University. Within three semesters, till the end of 2007/2008 school year the interactive

---

<sup>18</sup> S. Juszczak, *Kształcenie na odległość w Polsce*, Szczecin 2003, s. 25.

<sup>19</sup> E. Pyrzycka, *Multimedialne wspomaganie rozwijania umiejętności matematycznych u dzieci w młodszym wieku szkolnym*, [w:] K. Wenta, E. Pyrzycka (red.), *Edukacja informacyjna*, Szczecin 2003, s. 138.

<sup>20</sup> H. Gulińska, M. Bartoszewicz, J. Olczak, *Zdalne tworzenie scenariusza zajęć dydaktycznych za pomocą tablicy interaktywnej*, [w:] K. Wenta, E. Pyrzycka (red.), *Neomedia w dydaktyce i działaniach wychowawczo-opiekuńczych*, Szczecin 2007, s. 200.

<sup>21</sup> B. Siemieniecki, *Komputer w Edukacji*, Toruń 1998.

<sup>22</sup> H. Gulińska, M. Bartoszewicz, [http://www.e-mentor.edu.pl/arttykul\\_v2.php?numer=18&id=383](http://www.e-mentor.edu.pl/arttykul_v2.php?numer=18&id=383) [2008-10-29]

<sup>23</sup> J. Olczak, *Nowoczesne narzędzia technologii informacyjnej*, [w:] K. Wenta, E. Pyrzycka (red.), *Technologie informacyjne w ponowoczesnym świecie*, Szczecin 2005, s. 70.

board was used during 371 lessons of different subjects. One of the main consultants in completing this project was Harald Nilsen. It is due to his attitude that teachers have reinforced their belief as to what they do is useful for the school and the teachers and learners therein.

On H. Nilsen's and E. Perzycka's initiatives research was conducted in this school so as to get an answer for a question concerning the influence of the interactive board on the level of students' acquired knowledge. 26 students learning English were divided into 2 groups and were examined. Lessons were conducted by the same teacher in both experimental and control groups. In the experimental group the interactive board was used very often, whereas in the control one it was not used at all. Two tests were carried out that checked English vocabulary and grammar. According to Łobocki usefulness of tests concerning school achievements in pedagogic researches is usually considerable. Above all they allow to check the level of students' knowledge and abilities quite precisely. It is rarely possible when students are "questioned"<sup>24</sup>. The first test was carried out at the beginning of the research (March 2008), the second one at the end (June 2008). The following issues of the primary school English syllabus were tested:

- Present Simple Tense;
- Present Continuous Tense;
- Past Simple Tense;
- Past Continuous Tense;
- definite and indefinite articles;
- prepositions (at/in/on);
- verbal nouns (e.g. run – runner).

The results of both tests are presented in table no.1.

Table no.1. Median results of English tests in the experimental and control groups.

Group	March	June
	Median result (max.40)	Median result (max.40)
The control group	16,69	25,00
The experimental group	19,23	31,08
The medians' increment (In the control and experimental groups)	2,54	6,08

Source: Based on the research results

<sup>24</sup> M. Łobocki, *Metody i techniki badań pedagogicznych*, Kraków 2004, s. 168.

Higher increments occurred in the group in which the board was used. The difference between students' median results increased from 2,54 to 6,08 to advantage of the students from the experimental group (140% increase). Therefore, it can be assumed that the increase of median results of the tests may be due to the use of the board.

In order to verify the effectiveness of the interactive board use basing on the tests' results, a test for two medians for dependent trials was applied<sup>25</sup>. The same statistical units make up dependent trials. A dependent trial may consist of the given class, whose educational achievements are analyzed on account of the given subject's tests' results in a certain space of time (in the discussed research it is the time from March to June 2008). Hypotheses (zero and alternative) in the test for two medians for dependent trials can be written as follows:

$$H_0 : \bar{z} = 0$$

$$H_1 : \bar{z} > 0,$$

where:

$\bar{z}$  is a median value of the increments  $z_i = y_i - x_i$ , where  $y$  is the test result  $i$  – student's result in June, whereas  $x_i$  is the test result - student's result in March. In the zero hypothesis ( $H_0$ ) it can be stated that the tests' results did not change in a statistically considerable way (the median increment does not significantly differ from zero). In the alternative hypothesis it can be assumed that substantial improvement of the results took place (statistically considerable positive increment occurred). The results of the test are presented in table no.2.

Table no.2. Student's test's results t (a test for two medians for dependent trials) – median results of the English tests in the groups that were diversified due to the difference in the interactive board use

		statistics
The control group		8,308
	n	13
	$S(z)\bar{z}$	7,373
	t	3,903
The experimental group		11,846
	n	13
	$S(z)$	5,545
	t	7,401

Source: Based on the research results

<sup>25</sup> This test is elaborated in many works concerning mathematical statistics, see I Bąk., I. Markowicz, M. Mojsiewicz, K. Wawrzyniak, *Statystyka w zadaniach. Część II. Statystyka matematyczna*, Wydawnictwo Naukowo – Techniczne, Warszawa 2001.



In case of trials for a small number ( $n-1 \leq 30$ ) distribution of the Student – t is used to verify the above hypotheses<sup>26</sup>.

$$t = \frac{\bar{z}}{S(z)} \sqrt{n-1}$$

where:

$$S(z) = \sqrt{z_i^2 - (\bar{z})^2} \quad \text{- standard deviation of the increments } z_i,$$

n – the number of the set,

$$\bar{z}_i^2 = \frac{\sum_{i=1}^n z_i^2}{n}$$

Using the test for two medians and for dependent trials, the hypothesis, stating that median results of the English tests in examined groups were not statistically significant in the analyzed period of time (they occurred because of random factors), was verified. This hypothesis had to be rejected because the values of the student's statistics – t were in each case higher than the critical value that equaled 3.903 in the control group and 7.401 in the experimental group<sup>27</sup>. It is worth mentioning that the statistics of the student – t got higher values in case of the median results of the English tests of the students from the experimental group. It may prove that teaching is more effective when new media, in this case it is the interactive board, are used. It should be noted that the research concerned quite a short period of time. However, the results that were gained seem to show that the interactive board may be a useful tool supporting teaching.

## Conclusion

The use of Information Technology contributes to creation of today's school's new image. According to E. Perzycka a contemporary teacher has to be prepared to keep up with changes concerning modern information media and possibilities of their use in teaching process. He/she needs to constantly supplement knowledge and abilities<sup>28</sup>. Nevertheless, it does not mean that he/she should acquire extensive information knowledge and abilities. What is only needed is knowledge that enable efficient use of various tools and broadening one's own workspace in the field of hypermedia educational software use by specialists (foreign language teachers, math teachers, chemistry teachers, etc.)<sup>29</sup>. Undoubtedly, additional training and courses contribute to improvement of competences that are preferred today. However, they are not able to accomplish their goals fully in the face of today's rapid changes. Modern teacher's aim and task become constant training which is inseparably connected with self-education, that is acquiring and developing of abilities which are currently essential. Teachers' self-education needs to be of inner origin and trigger such action that will result in satisfaction and successful realization of goals. The essence of constant training is education that lasts throughout one's life and serves his/her development. According to K. Wenta teachers' constant training is one of the first ways

<sup>26</sup> Ibidem, s. 285.

<sup>27</sup> This value was read off from the tables of the student t – for the level of significance 0,01 and n-1=20 latitude degrees, where n is the number of the set (the number of students)

<sup>28</sup> E. Pyrzycka, *Kompetencje edukacyjne nauczycieli*, Szczecin 2004, s. 183.

<sup>29</sup> M. Kozielska, *Współczesne uwarunkowania kształcenia matematyczno-przyrodniczego w uczącym się społeczeństwie*, [w:] K. Wenta, E. Perzycka (red.), *Technologie informacyjne w ponowoczesnym świecie*, Szczecin 2005, s. 45.

leading to a society of information and knowledge<sup>30</sup>. The teacher, who will understand it, will be able to show his/her students how to exist in the surrounding world, collaborate on it and correct it using both his/her knowledge and minds abilities that were shaped by this well trained teacher. Educational model stating that the teacher has a recipe for knowledge and the student obediently acquires it is irretrievably a thing of the past<sup>31</sup>. If the initial fear of the new changes into involvement and fascination, we will not have to be concerned about the future of the Polish education. In H. Nilsen's view a good school creates teaching situations favoring development of thinking and intelligence. It is about analytical, constructive and practical thinking. The analysis of the research proved that the consequence of applying new tools and methods in teaching process is not only raising its level but also versatile development of both students and teachers. After all it is all about it in this profession.

---

<sup>30</sup> K. Wenta, *Ustawiczne kształcenie w diagnozie i ewaluacji*, [w:] K. Wenta, E. Perzycka (red.), *Diagnoza i ewaluacja w przemianach edukacyjnych*, Szczecin 2007, s. 251.

<sup>31</sup> B. Siemieniecki, *Komputer w edukacji*, Toruń 1998, s. 31.

## Pre-school education in Poland – in historical aspect and temporary time

### Introduction

Preschool age is a period when a person develops most intensely, and it is this period that decides about the person's future psychophysical state. Everybody's development depends, among others, on the extent to which the surrounding environment is able to activate their abilities and how it will support and direct them.

A child's first years of life is their golden period of development. Most of the innate abilities develop intensively at this stage. Therefore, educational activities, stimulating the intellectual and social development of the child, bring the best results at this time. Preschool age is also the time when we can prevent possible later difficulties in learning – level out disharmony and developmental disorders, compensate for the environmental negligence.

Thinking about success is more and more common in our society<sup>32</sup>. The children, their parents and teachers are under constant pressure asking themselves the question how to support a little child's individual development, how to equalise their educational chances, so that it will be able to function successfully in the changing world in the future.

Currently, an increasing number of parents are aware of the importance of early education for the successful development of the child. Both parents and the governing authorities emphasise that it is very important for children to use all opportunities to improve their start in adult life. A chance for a child's success in life certainly is attending a properly-functioning preschool education institution from an early age. Nowadays it is needless to convince anyone that pre-primary education provides a good basis for further training, a good start at school decides on the child's further education and school success<sup>33</sup>. Summarising the issues presented in the article it is worth considering the following question - why should we try to make children able to benefit from preschool education? In the brochure entitled "The Preschool Pupil's Year" The Ministry of National Education points to the most important reasons to pursue early preschool education:

- a significant part of the intellectual capacities of a man is shaped in the first years of life,
- early education most effectively helps to level educational opportunities of children being at risk of social exclusion,
- the skills that little children acquire in a kindergarten will result at school - the children will have better learning outcomes,
- being part of a preschool group provides an opportunity to develop emotional maturity,

---

<sup>32</sup> Barbel Merthan, *Zabawy przygotowujące do szkoły*. Kielce 2004, s. 9

<sup>33</sup> *Strategia Rozwoju Edukacji Na Lata 2007 – 2013*, MENiS 2005.

- a group of peers and relations within it (under the guidance of the teacher) are conducive to the development of language skills through the enrichment of vocabulary and clear formulation of thoughts,
- pre-primary education is an extremely valuable opportunity to acquire experience in the course of play, which is an intensive process of learning,
- pre-primary education helps to enrich the values and experiences acquired at home with the experiences of peers,
- a child's presence in a kindergarten group gives teachers the opportunity to carry out a professional observation and notice any kind of alarming behaviour or lack of basic skills,
- in a kindergarten one can effectively shape a child's readiness for school, prepare them for lifelong learning and thus provide them with better chances for education,
- investing in preschool education is investing in the future of the society, because a better educated society means a better economic situation and a smaller social burden.

### **1. Purposes and Tasks of Pre-School Upbringing in Poland**

The 19th century was a period, in which a rapid development of industry in Western Europe took place. At the beginning only men were workers. In numerous arising factories a demand for workers was increasing continuously, so women started to work in masses, as well. These changes gave rise to a problem of care of children, which had come within the duties of mothers so far. Due to the lack of other solutions, children were left unaccompanied more than once, when parents worked in their working places.

Many social activists who noticed this alarming phenomenon and were aware of its negative effects for the whole society, started to take actions to prevent leaving children unattended and neglecting their basic needs and consequences following them. Origin, development and organization of kindergartens in Poland within the span of centuries was dependant not only on directions of industrial development, but also on social ideologies and political configurations adopted<sup>34</sup>.

Kindergarten prototypes were so-called "shelters". The first shelter in Poland was founded in 1837 by Warsaw philanthropist T. Janikowski. In the space of next years, more of them came into being. In 1838 at the Warsaw Philanthropy Society, Department of Shelters undertook to donate operation of the shelters, whereas the course of pedagogical work of the shelters was watched by an educator – T. Nowosielski, who was inspired by activity of Owen, Wilderspin, Svoboda and particularly Froebel.

The problem of unfavourable educational conditions of children in rural areas was noticed by a philosopher and social and political activist A. Cieszkowski, who pointed to necessity of creating shelters in rural areas and to the benefits of their operation in the brochure Rural Area Shelters published in 1842. Unfavourable economic and social situation caused by the country's dependence on invaders and actions aiming at suppression of national aspiration

---

<sup>34</sup> A. Gajdzica, *Rozwój kształcenia przedszkolnego w Polsce*, w: B. Kasačova, *Edukacja dzieci w wieku przedszkolnym. Wybrane problemy teoretyczne i praktyczne*, Wydawnictwo Uniwersytetu Śląskiego, Katowice 2007, p. 441-48.

and Polish identity were a significant factor that made the development of pedagogical thinking in Poland of that period more difficult<sup>35</sup>.

In the 19th and 20th centuries two concepts concerning upbringing of a small child were taking form in Poland. The main purpose of one of them was a spiritual development of a child, this concept was regarded by clerical institutions which took care of the children. The second concept served versatile development of a child and was directed to actions cultivating Polish identity of the pupils. Up to 1918 there were shelters in Poland, whose task was to take care of children and educational institutions which executed certain educational tasks according to pedagogical assumptions adopted by them.

In 1917 and 1918 a teachers' convention took place, where the first attempt to determine the organisation and tasks of shelters was made. A project of organisation of the institutions was presented by the manager of Pre-school Education Division in the Department of Education – M. Weryho-Radziłłowiczowa. She strived for implementation of free-of-charge and compulsory kindergartens for 5 to 7 year old children, whose task was to prepare children for school education. M. Weryho-Radziłłowiczowa was one of the leading promoters of adaptation of Froebel's, Montessori's and Decroly's pedagogy in Poland. She noticed the role and significance of an educator in the process of forming child's personality; she stressed necessity of creating appropriate possibilities of teaching pupils of pre-school institutions. In work with children she attached importance to proper organisation of educational environment by developing motor activity, as well. According to her opinions, due to the political situation of the country, a kindergarten was to be a place of developing social skills and national identity both in children and in the family environment through systematic contact and cooperation with their parents. Activity of M. Weryho-Radziłłowiczowa resulted in creation of the Pre-School Education Society and in establishing a seminary for kindergarten teachers in 1906<sup>36</sup>.

Still before the outbreak of the First World War it was possible to start making attempts to create more and more institutions which took up upbringing of small children. First attempts were undertaken to create vocational organisations and institutions of teaching educators as well as of disseminating the latest achievements of the pre-school pedagogy.

At the Teachers' Parliament in 1919 an issue was raised of shelters' organization and the term "kindergarten" was used for the first time, but the name was not determined. Not till 1932 was a bill of Education System passed by Janusz Jędrzejewicz, which defined that 3-year olds and older children can keep going to kindergartens till they start education at school (taking up their school duties), in which a "kindergarten" name was used for the first time in legislative notation. This Act enabled putting in order many issues concerning education of educators, legal and material basis of kindergarten functioning by making them dependant on social and self-governmental institutions, which resulted in reduction of the existing kindergartens<sup>37</sup>. Although it did not include determination of organs responsible for creation and maintenance of kindergartens; an issue of making pre-school upbringing compulsory and common was overlooked, as well. In this period in Poland no official

---

<sup>35</sup> Ibidem, p. 42 – 52.

<sup>36</sup> Ibidem, p. 53.

<sup>37</sup> Ibidem, p. 58.

program for kindergartens was issued; educational system was based on the known assumptions of Froebel's, Decroly's and Montessori's pedagogy, adopted for the needs and capabilities of Polish institutions.

The first attempts to introduce compulsory pre-school education for children 4 to 7 years old were made by W. Bieńkowski at the National Educational Convention in 1945. The kindergarten's tasks were to cover not only taking care of children, but also creating conditions for versatile development, preparation for a social life and executing school duty. The Ministry of Education in 1950 issued an ordinance on 9-hour stay of children in a kindergarten. In the same year the first program for kindergartens called Classes in a Kindergarten was developed. The state organs more and more frequently interfered in management of kindergartens and their educational system, making them dependant on the constitutional changes of the country. In the 60's it came to liquidation of kindergartens carried out by "Caritas". In 1958 kindergartens' branches at the primary schools, where children attended 2 or 3 times a week, started to be created. The number of newly-created kindergartens increased systematically.

The act under which two basic rules of kindergarten's functioning was issued in 1961. According to the act the pre-school education which was to be carried out in kindergartens, became the first stage of a child's education. Pre-school education can cover 3-year-olds or older children till they start to learn at school. Enabling each child versatile development, acquiring skills indispensable for starting learning at school as well professional care of a child, officially became the objectives which should be accomplished by a kindergarten. Besides the tasks executed so far, more attention was drawn to the values, such as health protection and development of physical dexterity. Thanks to this act a new program of pre-school upbringing was prepared in 1963, and since 1965 the official statute of kindergarten has been in force.

Ten years later, in 1973 the new program of pre-school upbringing was prepared in which a special emphasis was placed on preparation of a child for learning at school by supporting the process of achieving maturity for starting learning by a child, which aimed at bringing upbringing organisation and system of primary education together. In 1977 it became common, numerous, various forms of kindergartens came into being, diversified in respect to number of working hours. In the same year the Institute of School Programs prepared „Program of Educational and Didactical Work with 6-year Old Children". Choosing new directions of actions directed not only to upbringing and equalizing school start, providing continuity of kindergarten's and school's influence and providing continual education was an initiative in this program. Another novelty of this program was introduction to pre-school education learning to read based on the knowledge of at least 22 letters. That fact however brought about many discussions, concerns and doubts, especially in these educators who perceived irreplaceable value and function of fun in little child upbringing and danger of being dominated by learning close to school learning, to starting which a child did not mature yet. A rate of popularizing kindergartens in years 1986/87 in relation to other countries was regarded low.

## 2. Objectives and Tasks of Preschool Upbringing

A kindergarten as an institution operating in society, disposes of various resources enabling its operation to achieve its goals. It becomes necessary for correct functioning of an institution to define goals and tasks which it faces. The goals described in this chapter are general, but a method of achieving and specifying them depends mainly on a teacher and his/her own intentions. Goals and contents of pedagogical activity of a kindergarten are subordinated to the main goals of upbringing. While it becomes necessary in each field to define goals, which a given field serves<sup>38</sup>. M. Kwiatkowska defines purposes/objectives as conscious planned effects of action. Kindergarten goals concern primarily the climate, which should reign in a kindergarten and satisfying children's needs, and then values inculcated in them during upbringing and teaching.

According to the author these goals include:

- "creating a climate of joy, conditions for children's games, satisfying their primary biological and psycho-social needs,
- watching their health and safety, forming children's health attitude, preventing deviations in their development and compensating shortages,
- socialising children, forming basis of their character, attitude towards work, developing family and patriotic emotions, friendship to other nations,
- awaking child's aesthetic sensitivity in contact with surroundings, nature and art, imagination and creative expression,
- developing cognitive processes, broadening resource of knowledge and skills during experiencing social surroundings, nature and technique, preparing for school and creating appropriate conditions for primary school teaching of 6-year old children"

Socialization and forming child's character are in the central of the above mentioned goals. It is the kindergarten that can achieve a lot within this scope by directing children's experience and inculcating in them values which are indispensable for coexistence with other people. Kindergarten's task is then to bring up children in a versatile way, but also to prepare them for school and consequently also for their further life, which is executed through all actions set on pupils.

The goals are perceived differently by I. Dudzińska. She underlines that "any classes, constituting a part of an chosen issue, should lead to achieving general purposes related to it, and also to a detailed purpose resulting from the form and contents of the classes concerned". The purposes mentioned by her are presented in more detail than in the previous classification, although they concern the same areas of a child's activity in the kindergarten.

The purposes of general classes, resulting from tasks of kindergarten's upbringing and contents of a program executed by the kindergarten, should in the opinion of the author read as follows:

1. Stimulating children's thinking, developing basic intellectual processes, such as comparing, analysis and synthesis, deduction, generalization, abstraction.
2. Providing, enriching and specifying information on social life, nature and technique as well as forming correct notions.

---

<sup>38</sup> M. Kwiatowska, edition, *Podstawy pedagogiki przedszkolnej*, WSiP, Warsaw, 1985, p. 52.

3. Developing creative imagination, initiative and creativeness as well as ability to express them in available forms of expression.
4. Forming social and moral attitudes – teaching ability to coexist and cooperate with peers and adults, developing kindness, fondness and respect for people as well as forming appropriate attitude towards nature.
5. Training children’s speech and correctness of pronunciation and making vocabulary more precise, developing an ability to construct correct sentences, speak freely and logically.
6. Acquiring the elementary ability of reading and preparation for learning to write.
7. Developing or improving already acquired skills, abilities and habits from any fields of upbringing.
8. Developing aesthetic attitude – ability to sense beauty and need to associate with it.
9. Developing individual passions<sup>39</sup>.

The mentioned purposes can be achieved through all types of classes carried out in a kindergarten, they are formulated very widely, therefore the priorities of all fields of pre-school upbringing can be indicated. Since they are formulated generally, a teacher has a wide field of activity within the scope of content he executes, as it determines only directions of activities, not ways of executing them.

Therefore the objective of preschool education is to provide maximum possibilities of development of children who have various skills, interests, to determine strengths of each child as well as to behave according to developmental regularities, possibilities and skills of a child.

Apart from defining educational purposes, one should also define tasks, which a kindergarten faces, and then – methods and forms of work used during its operation.

Didactical and educational tasks formulated by R. Więckowski<sup>40</sup>, define among others selection and arrangement of educational contents, and this in turn methods and organisational forms of teaching students and their work.

M. Kwiatowska i Z. Topińska<sup>41</sup> define educational tasks as directed towards a child, his education, correct and versatile development on the one hand, and on the other hand – towards the purposes resulting from general needs of economic life and a situation of a family related to it, so a kindergarten’s task is, in the opinion of the authors, not only to influence a child himself, but also to enable his correct social development.

Educational tasks which kindergarten teachers face, according to the authors, are as follows:

- watching correctness of development, which means that in pedagogical actions one should be guided by a rule of educational process integrity, incorporate mutual

<sup>39</sup> I. Dudzińska, edition, *Wychowanie i nauczanie w przedszkolu*, WSiP, Warsaw, 1983, p. 36.

<sup>40</sup> R. Więckowski, *Wprowadzenie do zagadnień nauczania początkowego* w: I. Dudzińska , edition, *Wychowanie i nauczanie w przedszkolu*, WSiP, Warsaw, 1983, p. 534.

<sup>41</sup> M. Kwiatowska, Z. Topińska, edition, *Metodyka wychowania przedszkolnego* Państwowe Zakłady Wydawnictw Szkolnych, Warsaw, 1968, p. 18.



relationships between a child's biological and psychological development, between health, social and moral, intellectual and aesthetic education,

- preparing for school, consisting in reaching intellectual, physical and social maturity by a child. It is also about equipping child's organism with resources of physical strength and certain amount of nervous endurance in order to teach him standards of social behaviour and independence necessary to undertake school duties,
- helping family in upbringing and care, which means cooperation with a child's home, aiming at obtaining an influence on the conditions and educational atmosphere at home and making efforts to agree on joint educational actions, if needed.

This the tasks result from purposes of upbringing and they are consequently executed in concert with them. The authors of methodical textbooks are coherent in this respect, which is particularly advantageous for a teacher and ipso factum for the pupils, who are the subject of his actions.

### **3. Functions and Contents of the Pre-School Upbringing Process**

Organisation of educational and didactical process enables complete execution of kindergarten tasks as well as aims at achieving educational purposes and execution of the program contents. Ipso factum it provides a chance for development of every child by fulfilling their educational needs and providing personal development. Execution of actions and issues related to upbringing is continuous, it takes a certain course and requires application of precise rules of operations, and therefore upbringing is treated as a process.

A process is a course of phenomena which follow each other, which remain in a casual connection, a repeating human activity in any field. Each process has a starting state as well as a direction, determined by the final state.

Upbringing is a consciously organised social activity, aiming at causing planned changes in a human personality. These changes cover both cognitive and instrumental side, connected with recognising reality and ability of influencing it as well as emotional and incentive side, which consists in structuring person's attitude towards the world and people, their beliefs and attitudes, system of values and life's purpose<sup>42</sup>. One of the components of upbringing and versatile education is an aesthetic education understood as the entirety of conscious influences and own actions of a pupil, in which aesthetic and artistic values are used to deepen emotional life, develop creative activity and self-expression of a pupil as well as to enable them contact with various fields of art<sup>43</sup>.

According to prevailing educational law, teaching and upbringing – respecting the Christian system of values – adopts universal rules of ethics as the basis. Education and upbringing serve the development a pupils' sense of responsibility, love of the Homeland as well as respect for the Polish cultural heritage with simultaneous opening themselves to the values of the European and World cultures<sup>44</sup>.

---

<sup>42</sup> W. Okoń, Nowy słownik pedagogiczny. Żak, Warsaw, 1996, p. 319.

<sup>43</sup> Ibidem, p. 320.

<sup>44</sup> Decree of 7th September, 1991 on „Educational System. Chapter 2, Art. 14. (consolidated text: Journal of Law of 2004, No. 256, item 2572).

The upbringing is not a homogenous action, but happens in a certain continuity. It aims at determining a certain direction, therefore one can say that upbringing is a process.

The process of upbringing is a system of educators' (teachers, parents and others) activities enabling pupils to change towards the desired direction, so structuring and transforming the knowledge about the world, emotions, beliefs and social, moral, aesthetic attitudes, structuring the will and character as well as versatile development of personality<sup>45</sup>. Upbringing is always a planned interference into processes of change taking place in an individual's personality – interference, which aims at causing these processes, directing them and setting pace, but which cannot disregard regularities of these processes course.

The term “pre-school upbringing” in pedagogic and psychological literature as well as in the documents of educational law is found very frequently.

Preschool upbringing encompasses the entirety of institutions constituting a grade of preschool education, in which a process of children's upbringing takes place<sup>46</sup>.

In the Educational System Act, preschool upbringing is understood not as an institution, but activities, that is to say as support of development and early education of three- to six-year old children, i.e. till starting education in the first class of a primary school.

Article 6 of the Act reads that a public kindergarten is the kindergarten which:

1. carries out free-of-charge teaching and upbringing within the scope of the basis of preschool educational program, as the minimum,
2. carries out recruitment of children basing on a rule of common availability,
3. employs teachers who have qualifications defined by separate regulations<sup>47</sup>.

W. Okoń<sup>48</sup>, in turn, defines preschool upbringing as upbringing of 3–6 year old children, covering the period before school and carried out in kindergartens.

In the opinion of J. Lamęcka-Adamek<sup>49</sup> modern kindergarten is to create as favourable conditions of a child development as possible, provide them with active stimuli, and equalize shortages resulting from unfavourable environmental conditions.

A kindergarten is one of many institutions operating in the society. For achieving their goals the institutions have various means at their disposal, which enable them to execute their tasks.

M. Kwiatowska interprets tasks determined by institution's goals as activities, which are to be accomplished by a given institution, and functions – effects resulting from its activity, in other words results, effects, outcome of this activity<sup>50</sup>.

---

<sup>45</sup> W. Okoń, Nowy słownik pedagogiczny. Żak, Warsaw, 1996, p. 319.

<sup>46</sup> M. Kwiatowska., edition, Podstawy pedagogiki przedszkolnej WSiP, Warsaw, 1985, p. 14.

<sup>47</sup> Educational System Act of 7th September, 1991, Chapter 2, Art. 14. (consolidated text: Journal of Law of 2004, No. 256, item 2572).

<sup>48</sup> W. Okoń, Nowy słownik pedagogiczny . Żak, Warsaw, 1996, p. 321.

<sup>49</sup> J. Lamęcka - Adamek, Rozumienie pojęć przez dzieci 6-letnie a ich poziom inteligencji W: „Nauczyciel i szkoła”, 2001, no. 3-4, p. 122.

J. Lubowiecka classifies the following functions of a kindergarten as the most important:

- caring and healing function (taking care, watching over child's health and safety),
- stimulating function (stimulating and directing development processes),
- preventive function (preventing threats of a child's development),
- corrective function (correcting developmental anomalies),
- compensating function (equalizing shortages in situation of lowering child's living standard)<sup>51</sup>.

Such a definition of the most important activities of a kindergarten in relation to a child assumes, above all, solicitude for their development as well as assuring as good conditions as possible by adjusting them to the pupil's abilities.

The Ministry of National Education and Sport presents similar opinion concerning the functions of preschool upbringing in a Decree, referring also to actions in relation to a child themselves, but also until they reach widely understood school maturity, covering also social maturity. These functions refer also to the child's parents, and the task of the kindergarten is to assist and coordinate actions between the institution and parents.

The Decree of the Ministry of National Education and Sport of 26th February, 2002<sup>52</sup> defines that preschool upbringing is organized in kindergartens and kindergarten departments in primary schools. The kindergartens (kindergarten departments in primary schools) provide care, upbringing and teaching in a climate of acceptance and safety. They create conditions enabling a child to achieve "school readiness". They perform an advisory function for parents and support upbringing actions, including:

- they help to recognise possibilities of child's development and to start early specialist intervention,
- they inform about child's progress on an ongoing basis,
- they settle together with parents directions and scope of tasks performed in kindergartens and kindergarten departments.

During the upbringing process it becomes necessary to refer to contents important for upbringing and possible for master for children.

The dictionary<sup>53</sup> defines content as basic, substantial, the most important element, component of what is the essence, sense of something.

M. Kwiatowska<sup>54</sup> classifies elements of various culture fields, selected on purpose and incorporated into upbringing process, such as knowledge, art, morality, customs, technique – covered by the preschool upbringing program. Thanks to culture contents a child assimilates social achievements of many generations and can develop as a human being.

---

<sup>50</sup> M. Kwiatowska., edition, Podstawy pedagogiki przedszkolnej, WSiP, Warsaw, 1985, p. 22-23.

<sup>51</sup> J. Lubowiecka , Funkcje i zadania wspólczesnego przedszkola, w: Wychowanie w Przedszkolu", 2006, no. 1, p. 4-8.

<sup>52</sup> Decree of the Ministry of National Education and Sport as of 26th February,2002 concerning the program basis of pre-school upbringing as well as general education in individual types of schools. (Journal of Law of 2002 No. 51, item 458). Appendix no. 1- The program basis of pre-school upbringing for kindergartens and kindergartens branches in primary schools.

<sup>53</sup> Small Dictionary of Polish Language. PWN, Warsaw, 1997, p. 951.

<sup>54</sup> M. Kwiatowska, edition, Podstawy pedagogiki przedszkolnej, WSiP, Warsaw, 1985, p. 55-56.

These contents constitute the most essential means of the upbringing activity. Child's growth and upbringing can be properly directed by selecting appropriate program contents. There is a rule of availability when selecting contents, which postulates taking children's mastering abilities into consideration. It is also necessary to select contents which are really important and include values indicated by a kindergarten objectives. It requires including developmental peculiarities of the preschool age as well as knowledge of effective methods of children's upbringing. One should also take into account what a child itself esteems, having own scale of values resulting from their needs. Since upbringing constructs a world of values on what a child is able to experience, what he is interested in by engaging his activity in it.

"Pedagogical activity of a kindergarten – the author continues – incorporates contents of various upbringing fields and program sections. The contents indicated by the program are derived in a kindergarten mostly from the closest surroundings. They are provided by contact of children with various objects of everyday use and products of culture, such as illustration, song. They are provided by nature and social environment, customs adopted in the kindergarten, forms of relations between children and adults, work and technique". The program of preschool upbringing according to the definition of the Ministry of National Education and Sport<sup>55</sup> constitutes a description of executing educational tasks determined in the program basis of preschool upbringing or tasks, which can be executed within the frameworks of additional classes. The program of preschool upbringing should include as follows:

- detailed educational objectives,
- subject-matter of educational material,
- methodical guidelines concerning program execution,
- if program is published – names of experts, who gave their opinions on the program.
- Currently there are 44 programs of preschool upbringing allowed to be used<sup>56</sup>.

In a program proposed by A. Łada-Grodzicka<sup>57</sup> there is a departure from dividing program contents into individual age groups. The levels increasing degree of difficulty have been introduced. The contents of upbringing and education concentrate around allowed educational areas. Detailed tasks were allowed in each educational area, in which four (most frequently) levels of actions were allowed on the basis of difficulty increase. Creation of levels enables a teacher to move freely within their limits, gives opportunity to select material and adjust it to the predispositions of the group he/she presently works with. The program gives a teacher complete freedom of actions, it does not limit his/her inventiveness and does not deprive him/her of the possibility to choose.

The following educational areas have been distinguished:

- area of social and moral education,
- area of health education,
- area of motor education,
- area of nature-oriented education,

---

<sup>55</sup> Decree of the Ministry of National Education and Sport of 5th February, 2004 concerning allowing programs of pre-school upbringing, programs of teaching and textbooks to use in schools as well as withdrawing permissions. (Journal of Law of 2004 No. 25, item 220).

<sup>56</sup> <http://www.men.gov.pl/programy/programy/przedszk.php>, 6.03.2007.

<sup>57</sup> A. Łada – Grodzicka, E. Bełczewska, M. Herde, E. Kwiatkowska, J. Wasilewska., ABC...program wychowania w przedszkolu, WSiP, Warsaw, 2000.

- area of education within the scope of speaking and thinking,
- area of education within the scope of preparing to writing and reading,
- area of mathematical education,
- area of cultural and aesthetic education,
- area of music education,
- area of technical education,
- area of communication education.

Preschool education is the first stage of teaching system in Poland. Its main task is not only to help parents to take upbringing care of children, but first of all versatile children's upbringing, providing them with correct development and preparing for school.

Many authors pay attention to the development of a preschool child's personality, writing that this is a period of creating a child's personality, of accustoming a child to permanent learning by awaking their interest in social and natural environment, particularly forming their social and moral attitude. Incorporating preventive, compensative, stimulating function into the preschool upbringing sets directions for a teacher's work<sup>58</sup>.

### **Bibliography**

Decree of 7th September, 1991 on „Educational System. Chapter 2, Art. 14. (consolidated text: Journal of Law of 2004, No. 256, item 2572).

Decree of the Ministry of National Education and Sport as of 26th February, 2002 concerning the program basis of pre-school upbringing as well as general education in individual types of schools. (Journal of Law of 2002 No. 51, item 458). Appendix no. 1- The program basis of pre-school upbringing for kindergartens and kindergartens branches in primary schools.

Decree of the Ministry of National Education and Sport of 5th February, 2004 concerning allowing programs of pre-school upbringing, programs of teaching and textbooks to use in schools as well as withdrawing permissions. (Journal of Law of 2004 No. 25, item 220).

Dudzińska I., edition, *Wychowanie i nauczanie w przedszkolu*, WSiP, Warsaw, 1983.

Educational System Act of 7th September, 1991, Chapter 2, Art. 14. (consolidated text: Journal of Law of 2004, No. 256, item 2572).

<http://www.men.gov.pl/programy/programy/przedszk.php>, 6.03.2007.

Gajdzica A., *Rozwój kształcenia przedszkolnego w Polsce*, w: B. Kasačova B., *Edukacja dzieci w wieku przedszkolnym. Wybrane problemy teoretyczne i praktyczne*, Wydawnictwo Uniwersytetu Śląskiego, Katowice 2007.

Kwiatowska M., edition, *Podstawy pedagogiki przedszkolnej*, WSiP, Warsaw, 1985.

Kwiatowska M., Topińska Z., edition, *Metodyka wychowania przedszkolnego* Państwowe Zakłady Wydawnictw Szkolnych, Warsaw, 1968.

Łada-Grodzicka A., Bełczewska E., Herde M., Kwiatkowska E., Wasilewska J., *ABC...program wychowania w przedszkolu*, WSiP, Warsaw, 2000.

Lamęcka – Adamek J., *Rozumienie pojęć przez dzieci 6-letnie a ich poziom inteligencji* W: „Nauczyciel i szkoła”, 2001.

Lubowiecka J. , *Funkcje i zadania współczesnego przedszkola*, w: *Wychowanie w Przedszkolu*”, 2006.

---

<sup>58</sup> M. Dunin – Wąsowicz, red., *Vademecum nauczyciela sześciolatków*, WSiP, Warsaw, 1977, p. 5-6.

Merthan B., Zabawy przygotowujące do szkoły. Kielce 2004.  
Okoń W., Nowy słownik pedagogiczny. Żak, Warsaw, 1996.  
Small Dictionary of Polish Language. PWN, Warsaw, 1997.  
Strategia Rozwoju Edukacji Na Lata 2007 – 2013, MENiS 2005.  
Więckowski R., Wprowadzenie do zagadnień nauczania początkowego w: I. Dudzińska ,  
edition, Wychowanie i nauczanie w przedszkolu, WSiP, Warsaw, 1983.

## Barn som forteller

Anne-Lise Wie



Gla mamma when ho va liten. Ho fikk lov til å være på hest.

Sebastian 4:6 år

Min fars fortellinger om "katta tel Olsen" var en del av min barndom, som voksen husker jeg bare noen få av dem, det var fortellinger som ble skapt i øyeblikket, og aldri skrevet ned. Muntlige fortellinger er og har alltid vært en viktig del av min families tradisjon, det er noe jeg er vokst opp med, og som mine barn er vokst opp med. Her har jeg skrevet ned noen av mine barns fortellinger, som jeg vil dele med dere.

### Fortellinga

Det er flere ting som må være oppfylt for at noe kan kalles en tekst. Et av de viktigste er kravet om sammenheng. Det må være en sammenheng mellom de ordene og setningene som teksten bygges opp av, og det må være en innholdsmessig sammenheng mellom de enkelte delene av teksten. På samme måte som vi snakker om grammatikk i betydningen de reglene vi ubevisst anvender når vi kan et språk, kan vi snakke om fortellingsgrammatikk. Det er de reglene vi mer eller mindre ubevisst benytter oss av når vi skal lage en fortelling. Reglene hjelper oss å se sammenhengen mellom enkelthendelsene når vi hører eller leser en fortelling, og de gir oss forventninger om hva som vil skje videre i fortellingen.

### Barns eventyr

Den kjente barnepsykologen Charlotte Bühler kaller perioden 4-12 år for eventyrålderen. Hun viser til barnets manglende evne til å skille mellom fantasi og virkelighet, eventyrets

enkle språk, og dets tydelige kontraster, godt og ondt. Mange barn velger eventyrformen når de skal fortelle. Det er en god sjanger å forholde seg til. Mange språklige formuleringer, som innledning og avslutningsformular, er faste (Mjør, Birkeland, Risa 2006, s. 73). Her kommer et eventyr av Ingeborg 6 år.

### **EVENTYRET**

Det var en gang to røde ark som lå og slengte. Ei lita jente fant dem og fant ut at hun ville skrive et eventyr. Og siden arkene var så fine og røde skulle eventyret handle om fargen rød. Hun begynte så fint:

DVRENANGELITEJORKLODE skrev hun. Og så leste hun høyt: DET VAR EN GANG EN LITEN JORDKLODE.

Men da hun skulle skrive videre ba hun mammaen sin om hjelp, for det er hardt arbeid å være forfatter. Så skrev mamma på de røde arkene, mens jenta fortalte hva hun skulle skrive:

DET VAR EN GANG EN LITEN JORDKLODE SOM IKKE HADDE NOEN FARGE, BARE RØD. SÅ ALLE DYRENE MÅTTE SPRETTE VEKK NÅR DE VAR PÅ MARKEN. JORDA SA TIL GUD: KAN IKKE JEG FÅ FLERE FARGER, SÅ IKKE DYRA BRENNER SEG? JA, SA GUD, MEN DU MÅ SPØRRE DYRENE, FOR JEG HAR INGEN FARGER IGJEN. OG SÅ GIKK HAN LANGT MEN INGEN VILLE GI FARGER. SÅ TRAFF HAN EN PAPEGØYE SOM HADDE MANGE FARGER MEN IKKE RØDT. KAN JEG FÅ LITT RØDT AV DEG, SPURTE PAPEGØYEN. JA, SA JORDA, DERSOM JEG FÅR LITT TILBAKE AV ALLE FARGENE DINE. JA, SA PAPEGØYEN, OG SÅ VAR IKKE JORDA SÅ VARM OG DE KUNNE LEVE LYKKELIGE ALLE SINE DAGER.

Jenta så fornøyd på de røde arkene, nå var de fylt opp av bokstaver. Så viste hun det fram til lillebror og "leste" eventyret sitt høyt for han. For det kunne hun jo ...

En god tekst har en plan, en oppbygning, en struktur. I forbindelse med en fortelling forventer vi for eksempel en innledning: "Hvem handler det om? Hvor skjedde det? Når skjedde det?", en handling: "Hva skjedde? Eventuelt: Hvorfor skjedde det? Hvordan skjedde det?", og en avslutning "Hva skjedde til slutt?". Dersom fortellingen har et klart motiv eller poeng, øker det gjerne vår opplevelse av kvalitet. Hva så med Ingeborgs fortelling?

Eventyret har en tredelt struktur. Ei åpning som setter handlinga i gang "DET VAR EN GANG EN LITEN JORDKLODE SOM IKKE HADDE NOEN FARGE, BARE RØD". En komplikasjon eller konflikt som fører handlinga videre "SÅ ALLE DYRENE MÅTTE SPRETTE VEKK NÅR DE VAR PÅ MARKEN". Vi finner et forsøk "JORDA SA TIL GUD: KAN IKKE JEG FÅ FLERE FARGER, SÅ IKKE DYRA BRENNER SEG?". Og Gud sender jorda på leiting etter andre farger.

En løsning eller avslutning som påvirker eller endrer åpnings situasjonen "KAN JEG FÅ LITT RØDT AV DEG, SPURTE PAPEGØYEN".

Eventyrets innledningsformular og avslutningsformular forteller om barnets forbilder, men ellers finner vi ikke så mange andre eventyrtrekk. Og for det voksne øret, her er det noen sjarmerende logiske brister: I dette eventyret har farger egenskaper. Rødt er varmt, og det



er selvsagt at ei rød jord er så varm at dyrene må sprette unna når de går på den. Så selvsagt at forfatteren ikke trenger å fortelle det!

En fri fortelling er en original fortelling, den kan være sann eller oppdiktet. Fortelleren bestemmer selv innhold og form. Barn som forteller fritt kan gjerne låne litt fra andre fortellinger de kjenner. Tekster kan utvikle seg fra å være bundet (gjenfortelling) til frie. Barnet finner på nye handlingmomenter eller forandrer så mye på den opphavelige teksten at den bare delvis kan gjenkjennes. Slik som i Ingeborgs eventyr. Hennes forbilde er nok legenden om hvordan papegøyen fikk fargene sine. Papegøyen er med, samtalen med Gud er med, og jakten på farger er med.

De tekstene vi voksne skaper tar jo utgangspunkt i andre vi har lest eller fått lest for oss. Vi bruker vår erfaringsbakgrunn og spinner videre på den. Når vi dikter eventyr tar vi utgangspunkt i regler om eventyr.

### **Tegneblyant og skriveblyant?**

La oss se litt på tegninga og fortellinga som startet denne teksten. Den er skrevet av Sebastian på fire og ett halvt år, som har en pappa som snakker engelsk til han og en mamma og to storesøsken som snakker norsk. Han og mamma sitter sammen og tegner til hverandre.

Mamma: Hva vil du at jeg skal tegne til deg?

Sebastian: En hest.

Mamma: Hva skal du tegne til meg?

Sebastian: Kanskje ei jenta?

De to tegner mens Sebastian stadig må se på mammas tegning, og gi henne instruksjoner om hvordan hesten skal se ut, den skal være brun, og den skal gå. Endelig er de to tegningene ferdig, mammas hest og Sebastians jente med et stort smil, henger ved siden av hverandre. Sebastian ser på dem og så forteller han:

DET E GLA MAMMA WHEN HO VA LITEN. HO FIKK LOV TIL Å VÆR PÅ HEST.

Sebastian skapte en liten fortelling ved hjelp av de to tegningene. Siden vi kjenner konteksten der tegningene ble skapt ser vi forbindelsen mellom dem, fordi Sebastian viser oss den. I følge Andersen tegner gutter og jenter ulikt, gutter tegner nesten alltid handling. Dramaet vokser fram på papiret etter hvert som blyanten fyller det ut (s. 17, 2002). Tegninga til Sebastian er ikke "bare ei tegning", den uttrykker også en fortelling, en tekst som han ønsker å formidle, som vokste fram mens han tegnet.

Barna uttrykker sine interesser gjennom tegning. Noen ganger er det tegningen alene som bærer budskapet, andre ganger opptrer tegningene sammen med en skriftlig tekst. Tegning kan derfor være en "bro" til skriftspråket (Hopperstad, 2005, s. 9).

Våre forfedre hugde bilder i fjell, og fortalte med hjelp av disse bildene en historie der de beskrev sitt liv og sine utfordringer, som fremdeles kan leses. Etter som tiden gikk, utviklet det seg et skriftspråk, futhark, runene. På samme måte som vi i vår historie ser en utvikling

fra tegning til skrift, ser vi den samme utviklingen hos barn. Tegning er en uttrykksform barn bruker for å forholde seg til sine erfaringer og si noe om dem. Det er også en uttrykksform barn bruker for å dele sine erfaringer med andre. Barn har noe på hjertet som tegnere. De velger måter å tegne på som gir form til deres erfaringer, slik at de kan dele dem med andre. For det barnet som skjønner at det kan bruke blyant og papir for å uttrykke mening, er ikke veien fra tegning til skrift uoverkommelig.

### **Hvorfor er fortellinga så viktig?**

Gjennom å fortelle vil barnas evne til å uttrykke seg språklig styrkes. De styrkes i sin evne til å uttrykke tanker, følelser, kunnskap, opplevelser, vurderinger og innsikt. Det er godt å fortelle når vi synes at vi får det til, og ikke minst når vi opplever at de vi forteller for, synes det er viktig. Muntlig fortelling etterfulgt av samtale, tegning og barnas egne fortellinger, baner veien for en lystfylt og naturlig tilgang til trening av nye ord, begrep og fortellemønstre. Det styrker barnets språklige bevissthet og selvtillit. Språkstimulering er ikke bare å jobbe med uttale, eller nye ord og begreper, barna skal lære bruke ordene til å forklare og gjenfortelle (Gjems 2007, s. 183, Nielsen og Møller 2006, s. 3-4). Dersom vi som voksne viser at vi er glade i å fortelle, og at vi hører etter når barn forteller, vil dette være med å vedlikeholde fortellertradisjonen vår. Vi "smitter" barna med vår egen fortellerglede (Brok 2005, s. 183).

Fortellingsgrammatikken bygges gradvis opp hos barnet når det hører fortellinger, på samme måte som for eksempel grammatikken på syntaksnivå gradvis bygges opp hos barnet når det deltar i kommunikasjon med andre. Barn som kan fortelle lærer seg fortellingens struktur, de får tidlig inn at en fortelling skal ha en innledning, en hoveddel og en avslutning. Barn som opplever at de blir hørt på får glede av å fortelle og de utvikler seg videre. De prøver ut nye begreper, nye setningsstrukturer, tanker og ideer i muntlig form og blir kjente med dem. De smaker på det nye. De lærer seg å bruke et situasjonsuavhengig språk, de lærer seg å desentrere, noe som er en av flere ferdigheter barnet må beherske når det skal skrive.

Å lære å skrive handler ikke bare om motorikk og teknikk, men også om motivasjon, motivasjon til å ønske å lære seg å skrive. Bokstavene kan uttrykke alle ordene de har inne i seg, ordene som vil ut. Skrivning er ikke vanskelig for den som har noe å fortelle. For dem er det snakk om finmotorikk! De som har problem med å skrive er de som ikke vet hva de skal skrive.

### **Sluttord**

Gjennom samtale og fortelling kommer vi tett innpå hverandre, det vi forteller om betyr noe for andre, og det de forteller om betyr noe for oss. Den muntlige fortellinga er en del av min kultur, min bakgrunn, meg. Jeg har vært forteller i mange sammenhenger, som lærer og lærerutdanner, som leder i barne- og ungdomsarbeid og i fortellerstunder, og kanskje viktigst av alt - for meg - som forelder.

### **Litteratur**

Andersen, Jytte (2002): Det gjemmer seg i blyanten – en bok om barns billedspråk.  
Pedagogisk forum, Norge.

Birkeland, Tone og Gunvor Risa (red.) (1989): Barnekultur, LNU/Cappelen.

Brok, Lene (2005): Fortæl! Fortæl! En bog om fortællingens rum. Akademisk Forlag,  
København

- Gjems, Liv (2007): Hva lærer barn når de forteller? Barns læringsprosesser gjennom narrativ praksis. Fagbokforlaget, Oslo
- Hopperstad, M. H. (2005): Alt begynner med en strek. Når barn skaper mening med tegning. Cappelen Akademisk, Oslo
- Mjør, Ingeborg, Tone Birkeland og Gunvor Risa (2006): Barnelitteratur – sjangrar og teksttypar, LNU/Cappelen.
- Nielsen, Lisbeth og Else Møller (2006): Ælle Bælle, en erfaringsopsamlingsbog om fortælling i en børnehave. Tjærbyvejens Børnehave, Randers